

Proposed changes to Tiered Licensure

HF1224 would eliminate many of the licensure pathways teachers use.

TIER 1

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree unless teaching Career and Tech 2. Educators must participate in mentorship, teacher evaluations, and take exams
TERMS	One-year license with up to three renewals

TIER 2

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree unless teaching Career and Tech 2. Educators must be enrolled in a Minn. teacher preparation program, hold a Master's degree in the content area, or fulfill at least two of the following: <ul style="list-style-type: none"> ○ have 8 upper division credits in content area; ○ completed field specific methods training; ○ have two years of teaching experience in content area; ○ receive passing scores on content and pedagogy exams; ○ completed a state-approved teacher preparation program 3. Educators must participate in district mentorship and teacher evaluations
TERMS	Two-year license with up to three renewals

IMPACT OF HF1224 ON TIER 2

X Eliminates 6 of the 9 pathways to Tier 2 licensure, taking licenses away from nearly 800 current Tier 2 teachers who use these pathways.

TIER 3

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree unless teaching Career and Tech 2. Educators must receive passing scores on exams 3. Educators must participate in district mentorship and teacher evaluations 4. Educators must fulfill at least one of the following: <ul style="list-style-type: none"> ○ completed a Minnesota teacher preparation program; ○ completed a state-approved teacher preparation program; ○ Licensure via Portfolio; ○ hold an out-of-state license with at least two years of teaching experience; or ○ completed three years teaching experience in Tier 2 with successful summative evaluations.
TERMS	Three-year license with unlimited renewability

IMPACT OF HF1224 ON TIER 3

X Current law promises that Tier 2 teachers can be promoted to Tier 3 licensure with 3 years of experience and a good summative evaluation. Removing this pathway pushes Tier 2 teachers out after 8 years.

**Proposal also in Governor's bill*

TIER 4

REQUIREMENTS	Educators must hold a Tier 3 license, receive passing scores on exams, have three years of teaching experience in Minn., receive a positive evaluation, and complete a teacher prep program
TERMS	Five-year license with unlimited renewability.

Unintended consequences of HF1224

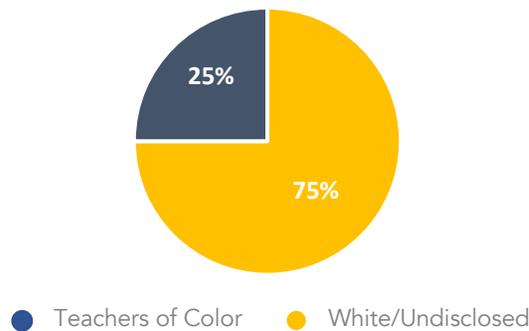
LICENSURE BARRIERS WOULD CLOSE PATHWAYS TO THE CLASSROOM

HF1224 would block Tier 2 teachers with a good 3-year evaluation from advancing to a permanent Tier 3 license, pushing them out of the classroom after 8 years. The changes proposed would eliminate pathways to Tier 2 licensure that 775 teachers currently use, placing unnecessary hurdles between great teachers and their students. Removing licensure pathways would push high-quality teachers out of the profession during severe teacher shortages throughout the state.

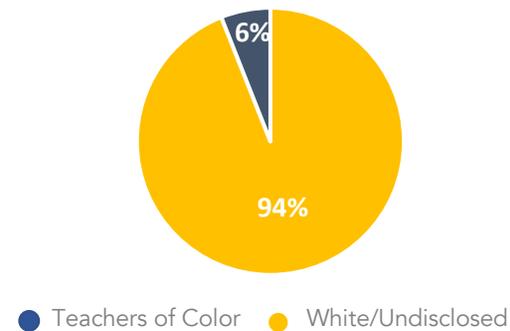
THE DISPROPORTIONATE RACIAL IMPACT

Minnesota ranks among the worst states in the nation for teacher diversity.ⁱ While 34 percent of our students are of color and Indigenous, only about 6 percent of classroom teachers are of color and Indigenous. We also have a significant need for career and technical education teachers across the state. According to Minnesota's Teacher Supply and Demand reports, licensure remains a barrier and prevents school administrators from hiring the best teachers possible.ⁱⁱ HF1224 would erect barriers for teachers when Minnesota should be working aggressively to keep teachers in the profession and give them the support they need.

Tier 2 Minnesota Teachers by Race



Total Minnesota Teachers by Race



NO SINGLE PATHWAY CREATES EFFECTIVE EDUCATORS

The current tiered licensure system acknowledges the many factors that can make an educator effective: their teaching experience, their content knowledge, their training and professional development, and, most importantly, their impact on students. We know that great teachers come from many different backgrounds. In fact, researchers at the Harvard Graduate School of Education, Columbia Business School, and Dartmouth College found "little difference in the average academic achievement impacts of certified, uncertified and alternatively certified teachers."ⁱⁱⁱ We must focus on supports and professional development for teachers who want to stay in the field, not erect barriers that push them out.

ⁱ Brown, C. & Boser, U. (September 28, 2017). "Revisiting the Persistent Teacher Diversity Problem." The Center for American Progress. <https://www.americanprogress.org/issues/education-k-12/news/2017/09/28/415203/revisiting-persistent-teacher-diversity-problem/>

ⁱⁱ Wilder Research & PELSB. (January 2019). "2019 Biennial Minnesota Teacher Supply and Demand." PELSB. https://mn.gov/pelsb/assets/2019%20Supply%20and%20Demand%20Report_tcm1113-370206.pdf

ⁱⁱⁱ Kane, T. (2008). "What does certification tell us about teacher effectiveness? Evidence from New York City." *Economics of Education Review*, vol. 27, pp. 615–631.